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ABSTRACT

Three questionnaires are offered as language planning aids. These instruments measure variables in language background, language behavior, and language policy, particularly in situations where two or more dialects of languages are used. The first questionnaire asks 60 questions designed to form a language background profile of an individual. The second elicits an individual's history of language behavior on a time scale. The third questionnaire is a guide to obtaining a sociolinguistic community profile for language policy and educational programs. (JB)

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William F. Mackey

SCHEDULES FOR LANGUAGE BACKGROUND, BEHAVIOR AND POLICY PROFILES

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INTRODUCTION

The purpose of these schedules is to provide instruments for measurement of variables in language background, language behavior and language policy - particularly in situations where two or more dialects or languages are used.

Such situations, found in all parts of the world, have created in some countries national problems of such urgency and importance as to threaten the very existence of several nations whose unity had hitherto been taken for granted. Witness, for example, the rise in regionalist and separatist movements in Europe, the Americas, Africa, and in the Asian sub-continent, all based on linguistic and cultural differences - real or imagined.

Any politics of accommodation which central governments may use to counter separation and regionalization must of necessity be based on a recognition of these differences. Any intelligent recognition serving as a basis for policy must be founded on an understanding of such differences. Attempts to understand language and cultural divergence inevitably lead to the realization that one is not faced with an either/or situation, with contrasts in black and white, or with mutually exclusive propositions. Cultural and linguistic differences are matters of degree. In situations of cultural and linguistic contact this is especially true. And in contexts where there has been many generations of intermingling the cultural boundaries may be all but indistinguishable.

Anyone faced with the problem of proposing changes in linguistic, cultural or educational policy based on the recognition of such differences must first examine the many dimensions of the language background and the language behavior of those for whom such changes are intended. Some of these dimensions are not in themselves self-contained categories; they are also matters of degree. For example, the proposition that any one language is the home language of pupils, for whom a language and educational policy is being made, and that this language can therefore be used as a medium of instruction can only be true if, in fact, the former is functionally the same as the latter. Yet this is unlikely to be true in those very situations where there are serious problems of language in education - situations, for example, of long-term language contact and illiteracy in the home language.

To discover the extent to which a home language can be used as a medium of instruction supposes some knowledge of the variations in language background and language behavior of those pupils presumed to be using that language at home. In some cases, the presumption may turn out to be ill-founded, or the "language" used at home may be so far removed from the standard of this language which is used in school and so intermixed with the dominant language of the area as to be of little use as a medium of instruction. In other cases, the incompatibility of the home variety and the school variety of the language may affect only a proportion of the school population; for it, any form of bilingual education may turn out to be ill-advised.

That two pupils in the same bilingual community are said to speak the same language does not mean that they are linguistically comparable. Their language behavior may vary widely in dialectal use, in stability, in degree

of bilingual admixture, in the extent to which the language is used in the home, in the language competence of those with whom the pupil uses the language, in the type and number of oral and written impressions provided through television, radio, magazines, books and newspapers and in the extent to which the pupil himself uses the language with members of his family.

The home language in bilingual communities may vary to the extent of supplying the school with a linguistically varied and heterogeneous population. Each pupil's entering language profile may be determined by his own language behavior at home. This may be described in terms of input and output. Frequent and prolonged exposure to the oral forms of a language through television and radio and to its written forms through magazines and books in one language rather than in the other may determine the type and extent of the pupil's lexical and collocational repertoire. His output in speaking to either or both parents and to friends and relatives in one language rather than in the other may have resulted in greater fluency in that language. In certain situations, a quantified language behavior profile may even have to be established for each pupil.

In a multiethnic community, the language competence of the school population cannot be taken for granted, since each language skill which a pupil may have in each of his languages may exist at any possible level of competence. Contrariwise, if the school population is composed of two unilingual beginning groups to be made bilingual through the school, it may be possible to divide the student body into groups representing degrees of bilingualization.

In bilingual schooling, such family variables as stability, ethnocentricity, socioeconomic status, geographical and social mobility, social aspirations and relationship with the rest of the community and with the school itself may have to be taken into account. In each of the two languages in contact, the entering language behavior of the pupil may have been fashioned by the stability of the home. In broken homes the child may have experienced a disturbing switch of the home language. The pupils language behavior will also be affected by the pattern of usage and language competence of the parents and visitors, their literary background as seen in the books and periodicals present in the home, their degree and type of mobility, which may have included foreign residence and travel abroad, their economic and education levels, which could result in a certain selectivity, their educational aspirations for their children, which may give high priority to the learning of languages useful in higher education and in later life.

In order to arrive at judicious changes in language-related policies and programs, such variations in language background and in language behavior have to be considered in the context of the school, that of the community, and that of the political entities to which the community belongs. The distribution of language variation and language use within these areas will affect the viability of any language-related policy. Possible variables and their degrees of variation have to be accounted for, since they make up the context within which any accommodation to cultural and ethnic differences in individuals and group language background and behavior can have some sort of significance.

It is with these contexts in mind that the following schedules are here presented.

HOW TO USE THESE SCHEDULES

Here is a set of three questionnaires designed for contexts in which more than one language, dialect or language variety is used. They cover individual language background, individual language behavior and group language programs. The questions do not, of course, specify the language or languages the use of which is being investigated. The latter are simply labeled A, B, C, etc. As they appear in the questions, these letters are to be replaced by the names of the languages, dialects or language varieties the use of which is being measured. It may be possible, for example, to whiten out the letters and type over them the names of the languages at the appropriate places. The forms may then be photocopied or photo-multiplied to produce a sufficient number of questionnaires for the groups being tested.

1. LANGUAGE BACKGROUND PROFILE

How to fill out this form

Here are a number of questions which we would like you to read and answer. Each question has a number of possible answers. Give only *ONE* answer for each question. Read all possible answers before picking the one that fits you best. When you have found your answer, look at its number and draw a circle around it. For questions with a ☐ square, write answer inside the square.

My name is .....

1) How old are you?

I am ☐ years old.

2) I came to this town in the year ☐

3) The name of the country in which I was born is ☐

4-6) In which countries have you lived? (Don't include vacations).

I have lived in A-speaking countries

1. Not at all
2. For less than a year
3. Between 1 and 3 years
4. More than 3 years

I have lived in B-speaking countries

1. Not at all
2. For less than a year
3. Between 1 and 3 years
4. More than 3 years

I have lived in other countries (neither A nor B)

1. Not at all
2. For less than a year
3. Between 1 and 3 years
4. More than 3 years

7) For how many years have you been in school? (Count years in college, university, professional or technical schools). ☐

8-9) In this question, we'd like to know about the number of your relatives who speak A and the number who speak B. Let's first take those who speak A. If all your relatives can speak A, circle No. 1 at right. If none of your relatives can speak A, circle No. 2. If only one of your relatives can speak A, circle No. 3. It makes no difference whether or not these relatives are living with you; for instance, you may have, somewhere in the world, an uncle who is able to speak A. If some of your relatives speak A, that is, not all of them, but more than one, circle No. 4. Now circle the number which fits you best:

1. All my relatives can speak A
2. None of my relatives can speak A
3. Only one of my relatives can speak A
4. Some of my relatives can speak A

Now, let's do the same thing for your relatives who speak or can speak B.

1. All my relatives can speak B
2. None of my relatives can speak B
3. Only one of my relatives can speak B
4. Some of my relatives can speak B

10) Think of the language or languages you use with your family or those you were living with last year. Do you always use the same language (A, B or any other language), or do you use two or more languages? Read the following possibilities and check which case fits you best.

How many languages do you use in your home?

1. We use only A
2. We use only B
3. We use another language (name of other language) .....
4. We use both A and B
5. We use both A and ..... (other language)
6. We use both B and ..... (other language)
7. We use, A, B and .....
8. We use no A or B but .....and .....
9. We use more than three languages (name of languages) .....
   .....

11) Do you use two (or more) languages at home?

1. No, we use only one language
2. Yes, but much more A than B
3. Yes, a little more A than B
4. Yes, but much more B than A
5. Yes, a little more B than A
6. Yes, about as much A as B
7. As much or more ..... than A or B
8. More A or B than .....

12) If you speak only one language at home (that is, if you have checked No. 1 above), also circle No. 1 here
(and don't answer 2, 3 or 4 below).
If you use both A and B AT HOME, do you feel that you are using more A or more B now than you were a year ago?
Check which case fits you best:

2. I use more A at home than I did a year ago
3. I use more B at home than I did a year ago
4. I notice no change in the amount of A or B I use

13) Do you still speak at home the language you first learned as a baby?

1. Yes
2. No

14) Think of the language(s) you use with people outside your own home, your friends, visitors, people you visited, people you played with outside the school. (Later on, we'll ask you about the languages you used on the school grounds). Here, think only of the language you used when not on the school grounds and when not at home with your family. Read the 10 following possibilities and check the one which fits you best:

1. Always A
2. Always B
3. Always another language (name of other language).....
4. A and B (A as much as B)
5. Much more A than B
6. A little more A than B
7. Much more B than A
8. A little more B than A
9. A and ..... (name of other language)
10. B and ..... (name of other language)

15) If you use only one language (that is, if you have checked No. 1, 2 or 3 above), circle also No. 1 here.

If you use both A and B, do you feel that you are using more of one of these languages now than a year ago with people in your neighborhood-visitors, etc.? Check which case fits you best:

2. More A than a year ago
3. More B than a year ago
4. No change

16) Now, think of the languages that are or were used at school. Let's first think about the language or languages you used or use with your school mates and school friends during school breaks and out of class. Do or did you always use the same language or do you also use another language? Check which case fits you best:

1. Always A
2. Always B
3. Always ..... (name of other language)
4. A and B (about equally)
5. Much more A than B
6. A little more A than B
7. Much more B than A
8. A little more B than A
9. A and ..... (name of other language)
10. B and ..... (name of other language)

17) If you use or used only one language (that is, if you checked No. 1, 2 or 3 above), circle No. 1 here.

Otherwise, think of the two languages you used out of class during breaks at school last year. Do you feel that you were using more A or more B when you finished your last school year than when you started school?

Check which case fits you best:

2. I used more A at the end than at the start
3. I used more B at the end than at the start
4. I noticed no change in the amount of A and B

18) Next, think of the language or languages you use or used in class-especially, when answering your teachers or when asking questions. Do or did you always use one language, or do you sometimes use A and sometimes use B?

1. Always A
2. Always B
3. A and B (about equally)
4. Much more A than B
5. A little more A than B
6. Much more B than A
7. A little more B than A

19) If you always use the same language (that is, if you have checked No. 1, 2 above), check also here.
Otherwise, think of the two languages you used in your last year of class. Do you feel that you were using more A or more B when you finished than when you started?

Check which case fits you best:

2. I used more A at the end than at the start
3. I used more B at the end than at the start
4. I noticed no change in my use of A or B

20) Think of the books you have in your home
How many do you think there are?

1. None
2. Some
3. Many

21) Do you yourself own any books?
How many?

1. None
2. Under 10 books
3. Between 10 and 100
4. Over a 100

22-24) If you have read any of these books or any books which you borrowed either from others or from the library, how many did you read last year in A, B or another language? (Do not count your textbooks).

In A

1. None
2. Between 1 and 5
3. Between 5 and 10
4. Between 10 and 25
5. More than 25

In B

1. None
2. Between 1 and 5
3. Between 5 and 10
4. Between 10 and 25
5. More than 25

In other language
(Name of language).....

1. None
2. Between 1 and 5
3. Between 5 and 10
4. Between 10 and 25
5. More than 25

25-27) Did you read any daily newspapers or weekly or monthly magazines last year (including the comics) in A, B or another language? About how much time did you spend a week on them?

In A

1. I did not read any
2. About an hour each week
3. Between two and four hours
4. Between five and ten hours
5. More than ten hours

In B

1. I did not read any
2. About an hour each week
3. Between two and four hours
4. Between five and ten hours
5. More than ten hours

In other language
(Name of language).....

1. I did not read any
2. About an hour each week
3. Between two and four hours
4. Between five and ten hours
5. More than ten hours

28-29) Did you go to the theater or to the cinema (movies) last year? About how often in A, in B or other languages? (Don't include TV here)

In A

1. I did not go to the theater or cinema
2. 1 to 5 times
3. 5 to 15 times
4. 15 to 30 times
5. More than 30 times

In B

1. I did not go to the theater or cinema
2. 1 to 5 times
3. 5 to 15 times
4. 15 to 30 times
5. More than 30 times

In other language
(Name of language).....

1. I did not go to the theater or cinema
2. 1 to 5 times
3. 5 to 15 times
4. 15 to 30 times
5. More than 30 times

30-31) How often do you watch TV as a general rule?

In A

1. Not at all
2. Once a month or less
3. Twice a week or less
4. About once a day for less than an hour
5. More than an hour a day

In B

1. Not at all
2. Once a month or less
3. Twice a week or less
4. About once a day for less than an hour
5. More than an hour a day

32-33) How often do you listen to the radio when people are speaking or singing?

In A

1. Not at all
2. Once a month or less
3. Twice a week or less
4. About once a day for less than an hour
5. More than an hour a day

In B

1. Not at all
2. Once a month or less
3. Twice a week or less
4. About once a day for less than an hour
5. More than an hour a day

34-37) We now ask you to think about how well you know A and B. You may be able to understand one of these languages better than you speak it. So, we'll first ask you how well you understand A and then how well you think you can speak it. Then, we'll ask you the same questions about B. If you feel that you speak the language very well, circle the number opposite the words "very well". Or, you may think that you know how to speak one of your languages "not too well" or even "not at all".

Check the one you think fits best:

I understand A

1. Not at all
2. Very little
3. Not too well
4. Fairly well
5. Very well

I speak A

1. Not at all
2. Very little
3. Not too well
4. Fairly well
5. Very well

I understand B

1. Not at all
2. Very little
3. Not too well
4. Fairly well
5. Very well

I speak B

1. Not at all
2. Very little
3. Not too well
4. Fairly well
5. Very well

38-41) Now think back to the first day you came to school. Did you speak A and B as well as you do now? Think first how good your A was when you first arrived.

When I first started in school I understood A

1. Not at all
2. Very little
3. Not too well
4. Fairly well
5. Very well

When I first started in school, I spoke A

1. Not at all
2. Very little
3. Not too well
4. Fairly well
5. Very well

Next, think about how good you were in B.

When I first started in school, I understood B

1. Not at all
2. Very little
3. Not too well
4. Fairly well
5. Very well

When I first started in school, I spoke B

1. Not at all
2. Very little
3. Not too well
4. Fairly well
5. Very well

42-45) Think of the language people answer you in when you speak to them. We're going to ask you to tell us whether they always answer you in the same language as you used in your question. For example, sometimes when someone speaks to another person in A, he may reply in B. Or, if he asked in B, he might get a reply in A. Did this ever happen to you? Sometimes? Often? Or never? When talking to someone in one language, did that person ever answer in another language (A or B)? For example, if you speak to someone in A, do you ever get an answer in B, or vice versa? Think of the different situations where such a thing is possible (home, in your neighborhood, and at school) and check what you have noticed in the past year.

When I speak to someone in one language, he or she may answer me in another language. This happened:

At home

1. Never
2. Always
3. Often
4. Sometimes

In your neighborhood

1. Never
2. Always
3. Often
4. Sometimes

At school (out of class)

1. Never
2. Always
3. Often
4. Sometimes

At school (in class)

1. Never
2. Always
3. Often
4. Sometimes

46-49) Were you yourself ever the one to reply in another language? Or do you, at all times, answer in the language in which people speak to you? For example, during the past year, when someone spoke to you in A, were you ever in the habit of answering in B?

At home

1. Never
2. Always
3. Often
4. Sometimes

In your neighborhood

1. Never
2. Always
3. Often
4. Sometimes

At school (out of class)

1. Never
2. Always
3. Often
4. Sometimes

At school (in class)

1. Never
2. Always
3. Often
4. Sometimes

50-53) In which language or languages would you like to study or work? Think of your lesson, the subjects you studied, the textbooks you used and the language the teachers used in class. Apart from the teaching of A and B languages, would you like all or some of this teaching to have been given in A, B or both languages?

The periods in class (except language periods)

1. They should have been given in A only
2. They should have been given in B only
3. They should have been given in both languages
4. It makes no difference to me

The subjects you studied (except languages like A, B and C, as subjects)

1. All subjects should have been taught in A only
2. All subjects should have been taught in B only
3. All subjects should have been taught in A and B
4. It makes no difference to me

The textbooks you used (except A, B and C language books)

1. All textbooks should have been in A only
2. All textbooks should have been in B only
3. For each subject in each class, there should have been both an A textbook and a B textbook
4. The textbook should have been in the language the teacher knew best.
5. Textbooks in some subjects should have been in A and those for other subjects should have been in B
6. It doesn't matter what language the textbooks were in

The language of the teacher (except when teaching A, B and C as languages)

1. All teachers should have taught only in A
2. All teachers should have taught only in B
3. All teachers should have done some of their teaching in A and some in B
4. It depends on the language of the teacher

54) Did you understand everything at school when it was said or written in A?

1. Yes, I understood everything in A
2. I understood nearly everything in A
3. I often didn't understand everything in A.
4. I understood very little in A

55) Did you understand everything when it was said or written in B?

1. Yes, I understood everything in B
2. I understood nearly everything in B
3. I often didn't understand everything in B
4. I understood very little in B

56) If you are now in the elementary (primary) school, circle your grade

1. Grade 1 or pre-school
2. Grade 2
3. Grade 3
4. Grade 4
5. Grade 5
6. Grade 6

57) If you are now in the secondary (high) school, circle the number opposite your grade)

7. Grade 7
8. Grade 8
9. Grade 9
10. Grade 10
11. Grade 11
12. Grade 12

58) If you are now in neither elementary nor secondary school, circle the number that best fits your case (one number only)

1. I am in college
2. I am attending a professional school (law, medicine, etc)
3. I am a university undergraduate (exclude professional schools)
4. I am a graduate student
5. I am studying a trade (e.g. carpentry, mechanics, etc)
6. I am an office worker
7. I am a factory worker
8. I am a hospital worker
9. I am a government worker
10. I am none of the above

59) 1. I am an elementary school teacher
2. I am a secondary school teacher
3. I am a college or university teacher
4. I am practicing a profession (law, medicine, etc)
5. I am a salesman or sales attendant
6. I am a business executive
7. I am in business for myself
8. I am in the armed forces or police
9. I am unemployed (or retired)
10. I am none of the above but.....
(please specify)

60) Which language comes to you most easily at work (or school)?

1. A
2. B
3. A as easily as B
4. Neither A nor B, but ..... (please specify)

2. INDIVIDUAL LANGUAGE BEHAVIOR

The questionnaire enquires separately into two types of language behavior: reciprocal (where there is verbal interaction between the individual answering the questionnaire and each of his interlocutors) and non-reciprocal language behavior (where there is no such interaction).

To obtain a profile of language behavior on a time scale, indicate the sigle of the language opposite the name of the interlocutor or activity (e.g. A, B, C ---E (for English), F (for French), S (for Spanish), etc.) Draw a line from this to correspond to the length of time scale above. This gives only the period of life where contact took place. Frequency is indicated by the type of line plus a number to indicate duration in hours (see legend).

Example: 10.....20

Friends: B 8 indicates interaction with friends in language B daily between ages of 10 and 20 on average of eight hours a day.

2.1 RECIPROCAL LANGUAGE BEHAVIOR

Time scale in years: 0 5 10 15 20 25 30 35 40 45 50 55 60 65 70

I - *Reading and Writing*

1. *Personal Letters*

Father
Mother
Sisters
Brothers
Grandparents (maternal)
Grandparents (paternal)
Uncles (maternal)
Uncles (paternal)
Aunts (maternal)
Aunts (paternal)
Spouse
Mother-in-law
Father-in-law
Sons
Daughters
Schoolmates
Friends
Acquaintances
Others

2. *Business Letters*

Customers
Dealers
Colleague-firms
Inter-office

II. *Listening and Speaking*

1. Father
Mother
Sisters
Brothers
Grandfather (m.)
Grandfather (p.)
Grandmother (m.)
Grandmother (p.)

Uncles (m.)
Uncles (p.)
Aunts (m.)
Aunts (p.)
Spouse
Mother-in-law
Father-in-law
Brother-in-law
Sister-in-law
Son
Daughter
Son-in-law
Grandchildren
Domestics
Roomers

2. *Scholastic*

Teachers
Schoolmates
Tutors
Others

3. *Neighborhood*

Neighbors
Landlord
Tenants
Milkman
Grocer
Baker
Butcher
Druggist
Doctor
Best friends
Acquaintances

4. *Occupational*

Superiors
Colleagues
Underlings
Customers

5. *Recreational*

Sports friends
Club friends
Gastronomic
Service group
Others

2.2 NON-RECIPROCAL LANGUAGE BEHAVIOR

time scale (in years)

0 5 10 15 20 25 30 35 40 45 50 55 60 65 70

1. *Listening*

   Classes
   Radio
   Television
   Cinema
   Theatre
   Speeches
   Lectures
   Sermons
   Recordings

2. *Reading*

   Newspapers
   Magazines
   Textbooks
   Handbooks
   Religious books
   Literature
   Non-fiction
   Journals

3. *Writing*

   Diary
   Memos to self
   Note taking
   Reports
   Articles
   Fiction
   Verse

4. *Speaking*

   4.1 External Speech:

   Public speaking
   Play acting
   Group praying

   4.2 Internal Speech:

   Reckoning
   Praying
   Cursing
   Dreaming

LEGEND

1. *Frequency*

daily _____

weekly ----------

monthly ▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪▪

quarterly ▪

yearly ▪

2. *Duration*

Numbers will indicate approximate duration in hours.

Example:

```
          10    15    20
      ...|.....|.....|...
                  8
Classes:      A----------
```

(classes or lessons heard weekly in Language A between the ages of 10 and 20 at the rate of about eight hours a week).

3. SOCIOLINGUISTIC PROFILE

(With special reference to language and educational policies and programs)

The following questions are relevant to language and educational policies and programs. Any, all or some of them may turn out to be significant. To answer all of these questions for purposes of pre-requisite quantification and eventual factorial analysis, it is expected that some preliminary investigations will be necessary.

3. SOCIOLINGUISTIC PROFILE

(Language Policy and Educational Programs)

1. WHAT is being evaluated?
   - 1.1 The bilinguality of the language policy
     - 1.1.1 Language distribution
     - 1.1.2 Demographic equity
   - 1.2 Its effects
     - 1.2.1. On the Languages
       - 1.2.1.1 Replacement
       - 1.2.1.2 Maintenance
       - 1.2.1.3 Restoration
       - 1.2.1.4 Standardization
       - 1.2.1.5 Bilingualization
     - 1.2.2 On the Community
       - 1.2.2.1 National unity
       - 1.2.2.2 Interethnic harmony
       - 1.2.2.3 Ethnic equity
     - 1.2.3. On the Individual
       - 1.2.3.1 Intellectual development
       - 1.2.3.2 Emotional stability
       - 1.2.3.3 Cultural development
       - 1.2.3.4 Scholastic achievement
       - 1.2.3.5 Language development
         - i) In the home language
         - ii) In the second language

2. WHY does the program exist? (its objectives:)

2.0 Objectives

2.0.1 Type of objectives

2.0.2 Their feasibility

2.0.3 Their relative value

2.0.4 Who was responsible for them?

2.1 Relation to priorities of language policy

2.1.1 Integration

2.1.2 Diversity

2.2 Relation to priorities of education policy

2.2.1 Literacy in the home language

2.2.2 Literacy in the national languages

2.2.3 Equality of educational opportunity

2.3 Areas of policy jurisdiction

2.3.1 Over language and culture

2.3.2 Over education

2.4 Policy convergence

2.4.1 Between regions

2.4.2 With national policy

2.4.3 Resolution of policy conflicts

2.5 Policy implementation

2.5.1. Who implements the policy?

2.5.1.1 A national body

2.5.1.2 A regional authority

2.5.1.3 A local authority

2.5.2 Using what priorities?

2.5.2.1 National

2.5.2.2 Regional

2.5.2.3 Local

i) Community priorities
ii) The parents' priorities
iii) The educators' priorities

3. WHO is being evaluated?

3.1 Who are they?

3.1.1 How many?

3.1.2 How old?

3.1.3 Where were they born?

3.1.4 Where have they lived?

3.1.5 Where were they educated?

3.1.6 How stable is the group?

3.2 What languages do they speak?

3.2.1 At home?

3.2.2 Among themselves?

3.2.3 How well do they know their home language?

3.2.4 How well do they know the second language?

3.2.5. How much do they use each language out of school?

3.3 What do they use their languages for?

3.3.1 At home (dialect used)?

3.3.2 How often?

3.3.3 How consistently?

3.3.4 How well?

3.3.5 What languages do they hear and read?

3.3.5.1 On television and radio?

3.3.5.2 In magazines and newspapers?

3.3.5.3 From parents and relatives?

3.3.6 What languages do they speak and write?

3.3.6.1 To parents?

3.3.6.2 To other relatives and friends?

3.4 What sort of homes do they come from?

3.4.1 Do the parents intend to preserve a language?

3.4.2 What is their social and income level?

3.4.3 How long have they been at that level?

3.4.4 How long have they been in the area?

3.4.5 How much education do they have?

3.4.6 How much do they want their children to get?

3.4.7 How active are they in the community?

3.4.8 Do they attend school activities?

3.5 How do they feel?

3.5.1 About their home language?

3.5.2 About the second language?

3.5.3 About the school?

3.5.4 About learning in general?

3.5.5 About their ethnic group?

3.5.6 About their future?

3.6 How do they behave?

3.6.1 With their superiors?

3.6.2 With their peers?

3.6.3 With members of other groups?

3.7 How alike are they?

3.7.1 Linguistically

3.7.2 Socially

3.7.3 Economically

3.7.4 Ethnically

3.7.5 Psychologically

4. WHERE are they? The community

4.1 Where is the program located?

4.1.1 Size of community

4.1.2 Density and isolation

4.2 How independent is it?

4.2.1 What sort of political unit is it?

4.2.2 What does it control itself?

4.2.3 What is controlled from elsewhere?

4.3 How do the people live?

4.3.1 How do they make a living?

4.3.2 Are they divided into social classes?

4.3.3 How rigid and stable are the classes?

4.3.4 Is there any class rivalry?

4.3.5 Are many leaving or settling in?

4.3.6 How many are out of work?

4.3.7. How many need to learn another language to get a job?

4.4 What sort of people are they?

4.4.1 How many languages are used and by how many people?

4.4.2 How many ethnic organizations are there and of what strength?

4.4.3 Are some of the jobs in the hands of certain ethnic groups?

4.4.4 What sort of ethnic organizations are there: church, school, social, political?

4.4.5 Do some have special political or social status?

4.4.6 Are some more bilingual than others?

4.4.7 How much contact is there between the ethnic groups?

4.5 How many in each ethnic group can read and write?

4.5.1 In one language?

4.5.2 In more than one language?

4.6 What facilities do they have?

4.6.1 How many public and ethnic libraries?

4.6.2 How many radio and television programs in each of the languages?

4.6.3 How many newspapers and magazines?

4.7 How do the ethnic groups get along?

4.7.1 Who is prejudiced against whom and to what extent?

4.7.2 Do members of some ethnic groups have difficulty getting certain jobs?

4.7.3 What are the priorities of each ethnic group?

4.7.4 Is there rivalry between groups, and how is it expressed?

4.7.5 What is the attitude toward bilinguals and mixed marriages?

5. WHICH languages are involved?

5.1 How many languages are involved?

5.2 How different are they?

5.3 How important are they?

5.3.1 Economically

5.3.2 Politically

5.3.3 Socially

5.3.4 What can be done with them?

5.4 How standardized are they?

5.5 What dialects are used and in what way?

5.5.1 How close are they to the standard?

5.5.2 How are they considered in the community?

5.5.3 How are they used in education?

5.5.4 Is one dialect used for one thing and another for something else?

5.5.5 How intermixed are the languages?

5.5.6 Do more and more people tend to use one language rather than the other?

6. WHICH SCHOOLS are used in the program?

6.1 Where are the buildings and what are they like?

6.1.1 In what sort of area are they located?

6.1.2 How much workspace is there for the program?

6.1.2.1 How many classrooms and what are they like?

6.1.2.2 What per capita library facilities?

6.1.2.3 Is there a materials room?

6.1.2.4 Is there a language laboratory?

6.1.3 What sort of accomodations are there?

6.1.3.1 For recreational activities and sports

6.1.3.2 For eating and drinking: cafeterias, canteens and dining rooms

6.1.3.3 For social activities: common rooms and project rooms

6.1.4 How accessible is the school?

6.1.4.1 Distance travelled to school

6.1.4.2 Public transportation

6.1.4.3 School transportation

6.2 What are the aims of each school?

6.2.1 Does it have a religious, social or political ideology and which sort?

6.2.2 Does it operate under a particular educational ideology (Montessori, *école active*, open classroom, etc.)?

6.2.3 Is it operated for any ethnic group?

6.2.4 How does it relate to the community, the parents' organization or the church group?

6.2.5 Do its aims have the cooperation of the school board?

6.2.6 Does it operate under certain administrative criteria?

6.2.7 What is its policy on extra-curricular activities?

6.3 How is it organized and administered?

6.3.1 Who has the authority?

6.3.2 Who pays for the school and its programs?

6.3.3 Who determines choice of language to be used?

6.3.4 What sort of director does it have and what are his contacts with the program, with its teachers and with the community?

6.4 How are the students grouped

6.4.1 By which criteria?

6.4.1.1 By age?

6.4.1.2 By level?

6.4.1.3 By language comprehension?

6.4.1.4 By home-language?

6.4.2 How many groups are there?

6.4.3 How many students per class?

6.4.4 What is the home language distribution in each?

6.4.5 What teaching languages are used in each?

6.4.6 How many teachers per class?

6.4.7 How are the students seated?

6.4.7.1 In home-language blocks?

6.4.7.2 Alternatively by languages?

6.4.7.3 By which seating pattern?

6.5 How is the school day divided?

6.5.1 How are the groups scheduled?

6.5.2 How do students advance from one level to the next?

6.6 What sort of teaching materials are there?

6.6.1 What is available in each of the languages?

6.6.1.1 Textbooks

6.6.1.2 Visuals (including films)

6.6.1.3 Audio (including tapes)

6.6.2 How accessible are these?

6.6.2.1 How available are they?

6.6.2.2 How are they distributed?

6.6.3 How suitable are they?

6.6.3.1 For whom were they first published?

6.6.3.2 How much do they cost?

i) for individual students

ii) for the school

6.6.3.3 How much of the teaching can they do?

6.6.4 How much of the teaching material is there for each of the subjects and in what language is it?

6.7 How many people have jobs at the school and what do they do?

6.7.1 How many program coordinators?

6.7.2 How many curriculum development persons?

6.7.3 How many librarians - bilingual and unilingual?

6.7.4 How many language advisors?

6.7.5 How many language assistants (adult and pupil)?

6.7.6 How many volunteer parent aids?

6.7.7 How many office staff - bilingual and unilingual?

6.7.8 How many specialists and master-teachers?

7. WHICH TEACHERS participate?

7.1 How well do they know the languages they use?

7.1.1 Their second language

7.1.2 Their home language

7.2 How do they use them in their teaching

7.2.1 How many teach in their home language?

7.2.2 How many teach in their second language?

7.2.3 How many teach in two languages?

7.3 How competent are they as teachers?

7.3.1 How many years of schooling do they have?

7.3.2 Which professional diplomas do they hold?

7.3.3 How many years of experience?

7.3.4 How much experience in bilingual teaching?

7.3.5 How many specialist courses have they completed?

7.3.6 How much training in bilingual education?

7.3.7 How much experience with certain age-groups?

7.3.8 How versatile are the teachers?

7.3.9 Did they volunteer for the program?

7.4 How do they teach languages and other subjects?

7.4.1 How do they stage the primary language skills: listening, speaking, reading and writing?

7.4.2 How do they correct errors and how often?

7.4.3 How do they present and exercise new language forms?

7.4.4 How do they use the materials, including the visuals, and how often?

7.4.5 How do they present new concepts in various subjects?

7.4.5.1 In one language only?

7.4.5.2 In both languages - alternatively, consecutively?

7.4.6 How much interaction is there in the classes?

7.5 How do they feel about the program?

7.5.1 How committed are they to it?

7.5.2 Do they understand its objectives?

7.5.3 What do they think about bilingual education?

7.5.4 Do they work as a team?

7.5.5 What sort of support do they have?

7.5.5.1 From the administration

7.5.5.2 From the parents

7.5.5.3 From the community

7.6 How do they rate in the profession?

7.6.1 How are they chosen?

7.6.2 What is their salary range?

7.6.3 What work space are they given?

7.6.4 Is there much competition for their position?

8. HOW does the program operate?

8.1 How are the languages distributed?

8.1.1 In relation to the national and area language?

8.1.2 By time and subject?

8.1.3 According to the curriculum objectives?

8.1.4 What basic type of bilingual education predominates?

8.2 What sort of classes have been organized?

8.2.1 How do they relate to the type of program?

8.2.2 Is the instruction unilingual or bilingual?

8.2.3 Are the materials unilingual or bilingual?

8.2.4 Are the students unilingual or bilingual and to what extent?

8.2.5 What type of classes are treated by the grouping of students, materials and teaching methods according to language?

8.3 What level of attainment is to be reached?

8.3.1 In each language?

8.3.2 In each subject?

8.4 How is the attainment determined?

8.4.1 Unilaterally or comparatively?

8.4.2 By which methods?

8.4.2.1 Examinations

8.4.2.2 Special tests

8.4.2.3 Special inventories

8.4.3 What have been the results and how are they judged?